



普通高等教育“十五”国家级规划教材  
《新视野大学英语》配套系列

★ 教育部大学外语推荐教材

# 新视野

# 大学英语

## NEW HORIZON COLLEGE ENGLISH

### 阅读教程

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

# 2

新视野

# 大学英语

综合教程  
第二册

UNIT 2  
PART I  
TEXT A







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# 大学英语

## NEW HORIZON COLLEGE ENGLISH

### 阅读教程

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# 前 言

大学英语教学的发展历程可追溯到20世纪80年代初期,我们的外语教育家们博采古今中外之长,精心打造,推出了一套套各具特色的精品教材,创造了大学英语教学蓬勃发展、满园春色的今天!

新旧世纪的更迭,不是简单的循环,而是递增上升、渐进的过程。新世纪带来的是新的起点、新的追求、新的视野。在教育战线上,我们看到了宏伟壮观的“面向21世纪教育振兴行动计划”、“新世纪高等教育改革工程”、“新世纪网络课程建设工程”等等一系列新世纪的大项目。

“新世纪网络课程建设工程”是国务院批准的教育部“面向21世纪教育振兴行动计划”的重点工程,由教育部组织实施。“新世纪网络课程建设工程”计划用两年左右的时间,建设200门左右的基础性网络课程,其中包括针对大学英语课堂的网络课程——《新视野大学英语》。

《新视野大学英语》沐浴着新世纪的曙光,带着思索与遐想问世了。《新视野大学英语》的作者们怀着十分诚挚的愿望,愿与广大大学英语界的同仁们共同探索大学英语再上一个新台阶的思路。

从20世纪80年代开始,许多语言学、应用语言学的著作陆续引进我国,广大大学英语教师在教学实践的同时,潜心攻读理论,把理论应用于教学实践和教学科研。《新视野大学英语》在设计、编写和制作的过程中,十分注意理论对实践的指导作用。根据第二语言习得的理论,对阅读课文的长度有适当的控制,如《读写教程》一级的课文一般在700词左右,《读写教程》二级的课文在800词左右,《读写教程》三、四级的课文则控制在900词左右,快速阅读则每篇控制在300词左右。每篇课文出现的单词数量控制在课文总词量的5%至7%左右,尽可能地提高核心词汇即四级词汇的出现率和复现率。

本书为《新视野大学英语》配套系列教材之一,与《新视野大学英语:读写教程》配合使用,分为1~4级,每级10个单元。每单元分4部分,除第四部分外,每部分包含不同长度的阅读课文和相关练习。其中Section I Reading for comprehension 是一篇长度为600词左右的文章,文章前设计有Pre-reading comprehension 练习,通过3至5个问题启发和引导学生读前思考;在文章之后安排了理解和讨论等练习,旨在提高学生的分析和思辨能力。Section II Practical reading comprehension 包括3篇文章,长度与大学英语四、六级考试阅读文章相当,配套练习也与四、六级考试题型相似,目的是让学生逐步适应这类阅读理解题型。Section III Fast reading comprehension 安排了一篇快速阅读文章。

本阅读教程在选材上注重趣味性和信息性,题材广泛,内容丰富。每一单元的话题与《新视野大学英语:读写教程》紧密结合,是对阅读教程的有力补充。阅读篇章绝大部分选自最新出版的英美报刊书籍,也有刚刚问世的网上作品。基本未做修改,保持了原作的特色,有利于培养学生理解和分析问题的能力,扩大学生的知识视野和词汇量。

除了提供阅读文章和练习之外,为培养学生的语言应用能力,满足社会实际需求,本教材还在每单元Section IV Practical writing samples 部分提供了各种英语应用文的写作样本,包括书信、合同、简历、函电、论文等,供学生学习和模仿。第二册主要介绍部分英文应用文的格式与特点。样文全部选自英美原作,体现了英语应用文的真实性。本部分旨在通过阅读培养学生的英语实用能力,这也是本教材的一大特色。

参加本阅读教程编写的有全国20余所高校的数十位教授和中青年骨干教师。他们长期从事大

学英语教学和研究工作，在教学的第一线积累了丰富的教学经验和知识，这为本套教材的编写打下了坚实的基础。

《新视野大学英语配套系列：阅读教程2》由陈智平、张四友、熊丽君主编，参加编写的人员有崔艳萍、曹雪梅、胡雅玲、李琼、李孝奎、张霞、吴燕、汪桂芬、柳晓辉、方建波、颜靖平和彭园玲。《新视野大学英语》系列教材的总主编郑树棠教授担任本教程顾问。湖北大学徐秋梅教授对本书进行了认真、细致的审阅。在此谨向他们表示由衷的感谢。

《新视野大学英语：阅读教程》的编写是一个探索的过程，其中不足之处欢迎广大使用本教材的教师和学生批评指正。

编者  
2004年1月

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Section 1 Reading for comprehension

1. Pre-reading comprehension

Before reading the text, try to answer the following questions.

- 1) How do you spend your leisure time?
- 2) Do you know anything as to how Americans spend their leisure time?

Now **READ** the following passage and check your understanding.

**How Do Americans Spend Their Leisure Time?**

Americans plan on doing more **jogging**, but their interest in playing **ice hockey** is **on the decline**. Active vacations such as swimming and hiking are **on the rise**, but Americans' interest in **racquetball** and surfing is not as great as it once was. Americans are using the Internet more as a leisure activity, but they also have an increased desire to remain physically fit. Those are just some of the findings of Bear Stearns' **exclusive** leisure trends survey. The survey, conducted **in conjunction with** Yesawich, Pepperdine & Brown, attempts to **shed light on** how Americans spend their leisure time and money and predict leisure trends moving forward.

“A survey like this is **invaluable** to our leisure industry research and our investment clients,” said Jason Ader, Bear Stearns senior managing director and leisure analyst. “It provides us with a great tool for predicting customer interest and company success.” Peter Yesawich, **CEO** of Yesawich, Pepperdine & Brown, a leading market research firm, added, “The survey represents one of the most comprehensive studies of Americans' use of leisure time in many years, and the **implications** of the findings for companies that market products and services consumed by Americans at leisure are fascinating.”

The Bear Stearns leisure survey polled more than 1,000 American consumers above the age of 18. The questions focused on past and future participation levels for a variety of leisure activities. Using the data, the analysts were able to calculate an anticipated “**net gain**” for each activity. For a given activity, the net gain is the difference between the

**jogging** /'dʒɒŋɪŋ/ *n.* 慢跑

**ice hockey** 冰球

**on the decline** 下降, 减少

**on the rise** 上升, 增长

**racquetball** /'rækɪtbɔ:l/ *n.* 短网拍墙球, 手球式墙球

**exclusive** /ɪk'sklu:sɪv/ *a.* 独家享有的, 专有的

**in conjunction with** 与……协力

**shed light on** 使人了解, 阐明

**invaluable** /ɪn'væljuəbl/ *a.* 无价的

**CEO** 执行总裁, 首席执行官

**implication** /,ɪmplɪ'keɪʃən/ *n.* 含意

**net gain** 净利

**proportion** of American adults who expect to participate more frequently **minus** the proportion of American adults who expect to participate less frequently. The difference is expressed in percentage terms.

**proportion** /prə'pɔːʃən/ *n.* 比例

**minus** /'maɪnəs/ *prep.* 减去

According to the survey, the majority of Americans feel they do not have enough leisure time, want more pleasure out of life and say they try to **engage in** new experiences. About one-half of the adult population reported that when they have spare time, they like to relax and do nothing at all.

**engage in** 从事, 参加

The majority of Americans tend to enjoy more passive leisure activities, such as watching television or going to the movies, as opposed to **vigorous** activities like **aerobics**, jogging and **weight training**. However, the survey did find participation levels for physical activities could increase significantly during the coming years. "Americans clearly enjoy relaxation as a leisure activity, but they also claim they want to be more active in the future," said Marc Falcone, Bear Stearns leisure analyst. "It will be interesting to see if that desire to get off the **couch** turns into a reality."

**vigorous** /'vɪɡərəs/ *a.* 用力的; 有力的

**aerobics** /eə'reʊbɪks/ *n.* 有氧运动

**weight training** 举重训练

**couch** /kaʊtʃ/ *n.* 床, 睡椅

The survey also evaluated which **spectator sports** are well-positioned for future growth. Professional football and basketball top the list, while sports such as college baseball, women's professional basketball and professional soccer could face a decline.

**spectator sport** 吸引许多观众的体育比赛或运动

The majority of Americans responded **favorably** to the concept of travel and made it clear that they do so whenever they get the opportunity. Americans also hunger for new experiences, which could lead to significant increases in the travel business.

**favorably** /'feɪvərəbli/ *ad.* 赞同地; 称赞地

(Words: 514)

## 2. Comprehension check

Choose the best answer according to the ideas expressed in the text.

- 1) What may be the purpose of conducting the survey mentioned in the passage?
  - A. To guide people to participate in some leisure activities.
  - B. To inform people of the most popular leisure activities in the United States.
  - C. To let people know how Americans spend their leisure time and predict leisure tendencies.
  - D. To market products and services.

- 2) All of the following are the findings of the survey except that \_\_\_\_\_.
- A. most of Americans feel they need more leisure time
  - B. most of Americans enjoy active leisure sports
  - C. most of Americans are likely to travel if they get opportunities
  - D. Americans will take part in more physical activities in the future
- 3) According to the passage, who is the senior managing director of Bear Sterns?
- A. Peter Yesawich.
  - B. Pepperdine & Brown.
  - C. Jason Ader.
  - D. Marc Falcone.
- 4) According to the passage, which of the following is NOT an active leisure activity?
- A. Hiking.
  - B. Jogging.
  - C. Traveling.
  - D. Going to the movies.
- 5) Who may benefit from the findings of the survey?
- A. American consumers above the age of 18.
  - B. The majority of Americans.
  - C. Yesawich, Pepperdine & Brown.
  - D. Leisure industry investors and companies.

### 3. Discussion

- 1) What is your favorite pastime?
- 2) What benefits have you enjoyed from pastime activities?

## Section II Practical reading comprehension

### Passage 1

A feeling of **disorientation**, loneliness, and confusion that often occurs when we find ourselves in an unfamiliar setting — is normal and you should not be disturbed by it. The **bewilderment** generally diminishes over time. Americans prefer dealing with problems and conflicts directly. If there has been a misunderstanding between two people, they discuss it directly instead of having a third party **intervene**. “Saving face” is not as important in the United States as it is in many other nations. Your “cultural comfort level” will vary over time as you move in and out of your home culture.

Some surprises always await you when you arrive in a new place. People may walk and talk more quickly, traffic patterns may be confusing, and buildings may look different than expected. Such differences are easy to see and quickly learned. Studying abroad, however, means making big

**disorientation** /dis,ɔ:riən'teɪʃən/ n.

迷惑

**bewilderment** /bi'wɪldəmənt/ n. 困惑

惑

**intervene** /,ɪntə'veɪn/ vi. 干预, 介入

人

changes in your daily life. Generations of students have found that they go through a **predictable** series of stages as they adjust to living abroad.

**predictable** /prɪ'dɪktəbl/ *a.* 可预测的

Gradually, as you become more involved in activities and get to know the people around you, differences — rather than similarities — will become increasingly apparent to you. Those differences may begin to seem more **irritating** than interesting or **quaint**. Small incidents and difficulties may make you anxious and concerned about how best to carry on with academic and social life. As these differences emerge, they can be troubling and sometimes shocking. But culture shock does not happen all at once. It grows little by little as you interact with other students, **faculty**, and people in the community.

**irritating** /'ɪrɪteɪɪŋ/ *a.* 刺激的; 使人不愉快的

**quaint** /kweɪnt/ *a.* 离奇有趣的

**faculty** /'fækəltɪ/ *n.* 全体教师

For many this gradual process **culminates** in an emotional state known as “culture shock”, although it is seldom as dramatic as the term implies.

**culminate** /'kʌlmɪneɪt/ *vi.* 达到顶点

The common **symptoms** of culture shock are: extreme homesickness; desire to avoid social settings which seem threatening or unpleasant; physical complaints and sleep disturbances; depression and feelings of helplessness; difficulty with coursework and concentration; loss of your sense of humor; boredom or fatigue; hostility towards the host culture.

**symptom** /'sɪmptəm/ *n.* 症状

Being in a strange place and losing the power to communicate can be quite painful. This pain may be compounded by their parents' inability to guide them since they may not know what to expect either.

(Words: 372)

**Choose the best answer to each question based on the information from the passage.**

- Culture shock happens \_\_\_\_\_.
  - when we find ourselves in an unfamiliar setting
  - during the process of interaction with others
  - when we are faced with difficult stages we've never thought of before
  - when we find that many surprises wait for us and we have to make big changes
- The word “diminishes” (Para. 1) most probably means \_\_\_\_\_.
  - decreases
  - strengthens
  - worsens
  - gets rid of

3. Which of the following statements is true?
  - A. In many nations, people tend to clear up misunderstandings by others' help.
  - B. Saving face is universal for people around the world.
  - C. That parents can't give their children correct guidance directly results in their children's painful experience in an unfamiliar setting.
  - D. Culture shock is something really dramatic.
  
4. Which of the following is NOT the symptom of culture shock?
  - A. People refuse to enter new environment unless they feel secure.
  - B. People are unwilling to accept what is different from their native culture.
  - C. People can't focus on what they are doing.
  - D. People find there are many differences increasingly apparent to themselves.
  
5. The purpose of this article is to \_\_\_\_\_.
  - A. warn us of the danger of culture shock
  - B. discuss the side effect of culture shock
  - C. explain a kind of emotional state — culture shock
  - D. tell the reader how to identify the symptoms of culture shock

## Passage 2

The most effective way to combat culture shock is to step back from a given event that has bothered you, assess it, and search for an appropriate explanation and response.

Sometimes students worry about “losing their culture” if they become too well adapted to the host culture. Don't worry: It is virtually impossible to lose the culture in which you were raised. In fact, learning about the new culture often increases your appreciation for and understanding of your own culture. Don't resist the opportunity to become **bicultural**, able to function competently in two cultural environments.

Here are some thoughts to help you through this difficult period.

Keep your **perspective**: Thousands of international students have survived this same experience successfully. Evaluate your expectations: How realistic are they? If you expect all the women and men to look and act like those whom you have seen on television, you are bound to be disappointed. Television and movies are not a very accurate **depiction** of

**bicultural** /bɑː'kʌltʃərəl/ *a.* 二元文化的

**perspective** /pə'spektɪv/ *n.* 观点

**depiction** /dɪ'pɪkʃən/ *n.* 描述



life in the U.S. Do you have any **stereotypes** of Americans? The U.S. is a vast country with much diversity, and one cannot say, "All Americans are..." You may be confronted often with stereotypes yourself. People may already have formed stereotypes about your country before they know you.

**stereotype** /'stɛrɪətaɪp/ n. 定型的观念

Take the **initiative**: U.S. citizens usually have much less experience with people from other cultures than you may have had. You may have to take the first step. Keep an open mind: Don't judge what you see as right or wrong, but make it a challenge to try and understand the variety of behaviors, which you will see. You certainly do not have to participate in something you disagree with, but you can try to understand it.

**initiative** /ɪ'nɪʃ(ɪ)ətɪv/ n. 主动

An **antidote** to culture shock is to know as much as you can about where you are. Try to find patterns and interrelationships, and you will begin to fit the pieces together. Remember, we all have cultural baggage, which determines how we perceive our host country and ourselves.

**antidote** /'æntɪdaɪt/ n. 解毒剂; 对策

Ask questions! Americans usually are willing to answer questions and explain situations, which may be unfamiliar to you, so never hesitate to ask for assistance.

(Words: 360)

**Choose the best answer to each question based on the information from the passage.**

6. The author's purpose of mentioning "one cannot say, 'All Americans are...'" in the fourth paragraph is to show that \_\_\_\_\_.
- A. television and movies cannot give us the description of life in the U.S.
  - B. it's not adequate to conclude the characteristics of Americans until we meet many of them
  - C. if you think all the Americans are the same, you'll encounter trouble
  - D. we should form our own ideas instead of being influenced by stereotypes
7. If you want to cope with culture shock, you should \_\_\_\_\_.
- A. avoid the given event that has bothered you
  - B. analyze problems and solve them
  - C. be cautious of losing your culture in which you were raised
  - D. learn the new culture with the help of television
8. The fifth paragraph tells us that \_\_\_\_\_.

- A. you should make your judgment about what you see as right or wrong
- B. understanding different ideas is more effective than rejecting them
- C. you should force yourself to take part in different situations to become adapted to them
- D. you should take the first step because U.S. citizens are not open-minded

9. "Cultural baggage" (Para. 6) probably refers to \_\_\_\_\_.

- A. baggage that can hold books about culture
- B. the methods of coping with culture shock
- C. the ability to absorb new things
- D. the specific patterns existing in culture

10. From the passage we learn that Americans \_\_\_\_\_.

- A. are ready to help foreigners although they lack experience
- B. have established culture patterns which can't be changed
- C. are hostile to people from a different culture
- D. resist the opportunity to become bicultural

### Passage 3

Most Americans must have turned their clocks forward on Sunday. That simple act will give them an extra hour of outside playtime. It is also a sure sign that spring and summer are here **for good**.

**for good** 永久地, 一劳永逸地

The idea of **daylight saving time** started with Benjamin Franklin (1706—1790), who also helped set up the postal system and wrote the "**Declaration of Independence**".

**daylight saving time** 夏令时

**Declaration of Independence** 《独立宣言》

He explained how a lot of the money spent on candles used for light (this was before electricity) could be saved if everyone woke up earlier and went to bed earlier.

Even though Franklin's idea **made sense**, most people didn't want to get up earlier than they had to. Who would?

**make sense** 有道理; 有意义

It was not until 1907 that a Briton named William Willett **came up with** a way to "make" the sun set later. His idea was to turn clocks forward by 20 minutes on each of the four Sundays in April, for a total of 80 minutes.

**come up with** 提出, 想出

Willett's idea was laughed at, at first. But when the First World War started in 1914, many countries decided they had to save energy, which was needed to **fuel** the military equipment industry.

**fuel** /fjuəl/ vt. 为……提供燃料

Daylight saving time has other use. The more time you spend outside playing, the less time you are spending in front of the computer or the TV. These things also use energy.

Also, daylight saving time sometimes causes problems. For example, China adopted it in 1986, but **abolished** it in 1991. That was because the country is large, with temperature varying from North to South and time from East to West.

**abolish** /ə'bɒlɪʃ/ vt. 废止, 废除

If the people from the northeast part of China adopt daylight saving time, sometimes they have to get up to work when it is not very bright outside. That will cause some trouble for them.

Still, most parts of the world do have daylight saving time, and most people **look forward to** the extra hour of evening light.

**look forward to** 期待, 盼望

(Words: 320)

**Give short answers to the following questions according to the passage.**

11. Why did Benjamin Franklin propose the idea of daylight saving time?

\_\_\_\_\_

12. Whose idea was laughed at? And what's the idea?

\_\_\_\_\_

13. Why did many countries start to save energy during WWI?

\_\_\_\_\_

14. Why did China abolish the daylight saving time in 1991?

\_\_\_\_\_

15. What is the attitude of most people to daylight saving time?

\_\_\_\_\_

## Section III Fast reading

### Chinese Undergraduates in the U.S.

The overwhelming majority of Chinese undergraduates in the U.S. major in science, engineering or economics. Many were academic superstars in their high schools — gold **medallists** in international academic Olympiads or prize winners in national academic contests. Once on U.S. campuses, many of them decide to make research a lifelong commitment. A Shanghainese friend of mine, who had won a very high physics prize in high school, majored in physics at Yale. In his senior year, he rejected a job offer from Microsoft and opted for the physics graduate program at Harvard. Others jump at opportunities to enter fields like engineering and finance. Working for a major financial firm on Wall Street is the dream of many **pragmatic** Chinese undergraduates. In my freshman year at Yale, there were seven undergraduates from mainland China, and now two of them are employed by big-name Wall Street investment banks. Many Chinese students also study biology in college and then go on to medical school. And occasionally undergraduates choose **radically** different careers: One Yale undergraduate, a history major, took up journalism after graduation. An **autobiographical** essay of hers entitled “Coming to America” was published in *The New York Times* and won **accolades** from both Western and Chinese readers.

Life outside the classroom constitutes an important part of college life. At American universities, the average student spends less than thirteen hours a week in class. Many Chinese students use their spare time to pick up some extra pocket money. At Yale, one of the most common campus jobs is washing dishes in the dining halls. Virtually all Chinese undergraduates at Yale work part-time in the dining halls at some point in their college years. As they grow in age and **sophistication**, they upgrade to better-paying and less stressful positions. The more popular and interesting jobs include working as a computer assistant, math homework grader, investment office assistant and lab or research assistant. The latter three often lead to **stimulating** summer jobs.

Student activities are another **prominent** feature of American college life. Each week there are countless student-organized events of all sorts — athletic, artistic, cultural, political or social (i.e. just for fun).

**medallist** /'medəlɪst/ *n.* 奖章获得者

**pragmatic** /præg'mætɪk/ *a.* 实用主义的

**radically** /'rædɪkəlɪ/ *ad.* 完全地  
**autobiographical** /'ɔ:təʊ,baiəʊ-  
'græfɪkəl/ *a.* 自传的

**accolade** /'ækəleɪd/ *n.* 赞美

**sophistication** /sə,fɪstɪ'keɪʃən/ *n.* 有教养; 富于经验

**stimulating** /'stɪmjəleɪtɪŋ/ *a.* 令人兴奋的

**prominent** /'prɒmɪnənt/ *a.* 突出的